

English 11 American Literature

Grade: 11 (2 trimesters)

Prerequisites: Successful completion of English 9 and English 10

Course Rationale: English 11 is a two-trimester course that focuses on American literature, and the students will be given multiple opportunities to examine, analyze, and discuss seminal American texts, something the Common Core Curriculum recommends. Students will also have multiple opportunities to write, read, and discuss as they develop the critical thinking skills and study skills necessary to be successful students in high school and beyond. This course is organized chronologically, beginning with an overview of the American Dream, continuing with Native American literature and ending with Post- Modernism. Also included is the “language” unit, which includes the material covered in grammar vocabulary instruction.

Texts: Holt McDougal *Literature: American Literature*

Supplemental Texts:

The Adventures of Huckleberry Finn by Mark Twain

Of Mice and Men by John Steinbeck

The Old Man and the Sea by Ernest Hemingway

Fahrenheit 451 by Ray Bradbury

A Separate Peace by John Knowles

Three outside novels for sustained silent reading (SSR). Two outside novels the first trimester; one outside novel the second trimester.

Units of Study

English 11A would cover literature units 1-4.

Unit 1: The American Dream

(1 week)

Literature

I, Too, Sing America by Hughes

Myth of the Melting Pot

America by McKay

Becoming America

Writing- A Personal Essay- The American Dream/What does it mean to be an American?

Unit 2: Freedom and Oppression

Native American, Puritan and Slave Literature

(6 weeks)

Selected Pieces from the following:

Native American Literature

The World on the Turtle's Back

The Coyote and the Buffalo

When Grizzlies Walked Upright

The Navajo Origin Myth

A Narrative of the Captivity by Mary Rowlandson

Pilgrim/Puritan Literature

Of Plymouth Plantation

A Model of Christian Charity by John Winthrop

Poetry of Anne Bradstreet

Sinners in the Hands of an Angry God

The Crucible

Slave Literature

Introduction to the Slave Narrative

Poetry by Phillis Wheatley

From *To be a Slave*

From *Life of a Slave Girl*

The Interesting Narrative of the Life of Olaudah Equiano

From *The Narrative of the Life of Frederick Douglass*

Writing- Compare/Contrast Essay of early American literature (blended quotes, MLA formatting)

Unit 3: Age of Reason

(1 week)

Selected Pieces from the following:

Autobiography of Benjamin Franklin

Poor Richard's Almanac

Speech to the Virginia Convention

Declaration of Independence

The Crisis by Thomas Paine

Letters from an American Farmer

Letters from Abigail Adams

Remarks concerning the Savages of North America by Ben Franklin

Development of American English: Noah Webster

Writing- Persuasive Essay/Speech (blended quotes, MLA formatting, introduce argumentative writing)

Unit 4: Spirit of Individualism

(Romanticism, Transcendentalism and the Gothic)

(4 weeks)

Selected Pieces from the following:

Washington Irving

The Legend of Sleepy Hollow

The Devil and Tom Walker

Edgar Allan Poe

The Raven

Annabel Lee

The Fall of the House of Usher

The Masque of the Red Death

The Black Cat

Nathaniel Hawthorne

The Minister's Black Veil

Dr. Heidegger's Experiment

The Scarlet Letter

Herman Melville

From *Moby Dick*

Benito Cereno

Ralph Waldo Emerson

From *Nature*

From *Self-Reliance*

Aphorisms

The American Scholar

Henry David Thoreau

From *Walden*

Civil Disobedience

Writing- Personal Reflection on the Thoreau Challenge and/or a Compare/Contrast Essay

English 11B would cover literature units 5-8.

Unit 5: American Poetry

(2 Weeks)

Selections from Henry Longfellow, Walt Whitman and Emily Dickinson

Writing- Poetry Analysis, Song Analysis

Unit 6: Realism

(4 weeks)

The Adventures of Huckleberry Finn by Mark Twain

Advice to Youth by Mark Twain

Ain't I a Woman? By Sojourner Truth

Gettysburg Address by President Lincoln

Spirituals:

Go Down, Moses

Follow the Drinking Gourd,

Swing Low, Sweet Chariot

Selected Pieces from the following:

Desiree's Baby or *A Pair of Silk Stockings* by Kate Chopin

How it Feels to Be Colored Me by Hurston

An Occurrence at Owl Creek Bridge by Ambrose Pierce

Writing- Literary Analysis

Unit 7: Modernism

(3 weeks)

Selected poems by Robert Frost

Selected poems by various Harlem Renaissance authors

Hills Like White Elephants by Ernest Hemingway

One of the following:

A Rose for Emily by William Faulkner

The Life You Save May be Your Own by Flannery O'Connor

One of the following novels:

Of Mice and Men by John Steinbeck

The Old Man and the Sea by Ernest Hemingway

Writing- Literary Analysis

Unit 8: Post-Modernism

(3 weeks)

Selected Poems by Maya Angelou

One of the following:

The Things They Carried or *Speaking of Courage* by Tim O'Brien

The Lottery by Shirley Jackson

Mother Tongue by Amy Tan

Fahrenheit 451 by Ray Bradbury

Writing- Persuasive Essay and/or Literary Analysis

Unit 9: Language

(24 weeks)

Review of Hyphens, Dashes, Colon and Semicolon

Review of Verbs (subject-verb agreement, pronoun-antecedent agreement)

Review of Parallelism
Review of Sentence Structure

English 11A (American Literature)- Mrs. Welden
Unit 1: The American Dream
Trimester #1

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
1. What is an American? 2. What does it mean to be an American? 3. What is the American Dream? 4. What does the American Dream mean to you?	<p>1. The American Dream is at the core of American Literature.</p> <p>2. The American Dream and thus American Literature has changed throughout American history.</p> <p><u>Key Terms, People & Vocabulary</u></p> <p>American Dream Melting Pot Diversity Inequity Equality Inequality Declaration of Independence Thomas Jefferson Langston Hughes Claude McKay</p> <p>Summary Reflection Analysis Rubric Thesis</p>	<p>Essential Skills (TLW...)</p> <p>1. Utilize key ideas and details when reading literature and informational text. 2. Demonstrate an integration of knowledge and ideas to understand the literature and informational text. 3. Write an informative or explanatory text. 4. Write a variety of narrative types. 5. Build comprehension through collaborative conversations</p> <p>RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.10</p> <p>RL.11-12.1 RL.11-12.2 RL.11-12.10</p> <p>W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.10</p> <p>SL.11-12.1</p>	<p>Formative:</p> <p>Journal Topics Small group and whole class discussion Exit Tickets Summary/Reflection writing Self Scoring/Partner scoring with a rubric</p> <p>Summative:</p> <p>Essay: 1. American Dream</p>	<p>Texts:</p> <p>Holt McDougal <i>Literature: American Literature</i></p> <p>Lecture/PowerPoint Notes:</p> <p>American Dream</p> <p>Minilessons/Writer's Workshop</p> <p>Thesis Statements Blended Quotes Note taking Summary/Reflection Rubrics</p> <p>Videos/Web Resources:</p> <p>Commercial- <i>I am an American</i></p> <p>Literature/Articles/Documents:</p> <p><i>I, Too, Sing America</i> by Hughes <i>Myth of the Melting Pot</i> <i>America</i> by McKay <i>Becoming America</i></p>

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CCSS: Trimester 1; Unit 1

Informational Reading

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.11-12.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently.

Reading Literature

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.

Writing

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

English 11A (American Literature)- Mrs. Welden
Unit 2: Freedom and Oppression
Trimester #1

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
<p>1. How are the following competing values reflected in American life? Freedom/oppression Individual/community</p> <p>2. How did religion influence Puritan literature?</p> <p>3. What is the importance of the slave narrative in American Literature?</p>	<p>1. American Literature begins with the oral tradition of Native Americans.</p> <p>2. Two major themes throughout American Literature are freedom v. oppression and the individual v community.</p> <p><u>Key Terms, People & Vocabulary</u> Oral Tradition Allusion Metaphor Simile Allegory Inference Mood Tone Characterization Autobiography Personal Narrative Pilgrims Puritans Plain Style</p>	<p>Essential Skills (TLW...)</p> <p>1. Utilize key ideas and details when reading literature and informational text.</p> <p>2. Use the craft and structure of the text to understand the literature and informational text selections.</p> <p>3. Demonstrate an integration of knowledge and ideas to understand the literature and informational text.</p> <p>4. Write a variety of augmentative text for different purposes.</p> <p>5. Demonstrate the production and distribution of writing.</p> <p>6. Build comprehension through collaborative conversations.</p> <p>7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.9 RI.11-12.10</p>	<p>Formative: Journal Topics Small group and whole class discussion Comprehension Questions Exit Tickets Summary/Reflection writing Self Scoring/Partner scoring with a rubric Myth Comparison Chart Early Colonies Comparison Chart Slave Narratives Comparison Chart</p> <p>Summative: Essay: Comparing and Contrasting Early American Literature</p> <p>Unit Test</p>	<p>Texts: Holt McDougal <i>Literature: American Literature</i></p> <p>Lecture/PowerPoint Notes: Native American History Oral Tradition Native American Literature Native American Myths Early Colonization Pilgrims and Puritans The Atlantic Slave Trade</p> <p>Minilessons/Writer's Workshop Poetry Analysis Thesis Statements Including Analysis in Essays MLA formatting Works Cited Page</p> <p>Videos/Web Resources: Native American Legends Parts of <i>Amistad</i> <i>The Crucible</i></p> <p>Literature/Articles/Documents:</p> <p>Native American Literature (<i>The World on the Turtle's Back, Coyote and the Buffalo, When Grizzlies Walked Upright, The Navajo Origin Myth</i>)</p>

		RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.9 RL.11-12.10 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.10 SL.11-12.1	<i>A Narrative of the Captivity</i> by Mary Rowlandson Pilgrim/Puritan Literature <i>Of Plymouth Plantation</i> <i>A Model of Christian Charity</i> by John Winthrop Poetry of Anne Bradstreet <i>Sinners in the Hands of an Angry God</i> <i>The Crucible</i> Slave Literature Introduction to the Slave Narrative Poetry by Phillis Wheatley From <i>To be a Slave</i> From <i>Life of a Slave Girl</i> <i>The Interesting Narrative of the Life of Olaudah Equiano</i> From <i>The Narrative of the Life of Frederick Douglass</i>
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CCSS: Trimester 1; Unit 2

Informational Reading

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently.

Reading Literature

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meanings and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.

Writing

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

English 11A (American Literature)- Mrs. Welden
Unit 3: Age of Reason
Trimester #1

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
<p>1. What are the literary traits of the Age of Reason?</p> <p>2. How has liberty encouraged individualism and independence in literature?</p> <p>3. Why is the freedom to be an individual important to American literature?</p> <p>4. How can language be powerful and persuasive? How can literature be useful?</p>	<p>1. Early American writers/authors viewed literature as purposeful rather than an art form.</p> <p>2. Literature of the early American period was influenced by the political climate.</p> <p>3. Early American political figures used their mastery of powerful and persuasive writing/speech to frame the political foundation of this country.</p> <p><u>Key Terms, People & Vocabulary</u> Appeals (logos, pathos, ethos) Aphorism Emotional appeal Parallelism Metaphor Simile Repetition Plagiarism Paraphrase Founding Fathers Ben Franklin Thomas Jefferson Patrick Henry Abigail and John Adams</p>	<p>Essential Skills (TLW...)</p> <p>1. Utilize key ideas and details when informational text.</p> <p>2. Use the craft and structure of the text to understand the informational text selections.</p> <p>3. Demonstrate an integration of knowledge and ideas to understand the informational text.</p> <p>4. Write a variety of informative, explanatory, or augmentative text for different purposes.</p> <p>5. Demonstrate the production and distribution of writing.</p> <p>6. Write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p>7. Build comprehension through collaborative conversations.</p> <p>8. Add a visual or auditory presentation to enhance or to help clarify the knowledge and ideas.</p> <p>9. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Formative: Journal Topics Small group and whole class discussion Comprehension Questions Exit Tickets Summary/Reflection writing Self Scoring/Partner scoring with a rubric Inside-Outside Circles Translation of Aphorisms</p> <p>Summative: one of the following: Persuasive Speech/essay Socratic Seminar</p>	<p>Texts: Holt McDougal <i>Literature: American Literature</i> <i>Declaration of Independence</i></p> <p>Lecture/PowerPoint Notes: Age of Reason Revolutionary Speeches</p> <p>Minilessons/Writer's Workshop Persuasive Elements in Writing Introducing Argumentative Writing</p> <p>Videos/Web Resources: YouTube- <i>Speech to the VA Convention</i></p> <p>Literature/Articles/Documents: <i>Autobiography of Benjamin Franklin</i> <i>Poor Richard's Almanac</i> <i>Speech to the VA Convention</i> <i>Declaration of Independence</i> <i>The Crisis</i> <i>Letters from an American Farmer</i> Letters from Abigail Adams <i>Remarks concerning the Savages of North America</i> by Ben Franklin Development of American English: Noah Webster</p>

	Thomas Paine Noah Webster American English Webster's Dictionary	10. Use the knowledge of language and its conventions when writing, speaking, reading, or listening. RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.9 RI.11-12.10 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4		
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CCSS: Trimester 1; Unit 3

Informational Reading

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently.

Writing

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choices, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English 11A (American Literature)- Mrs. Welden
Unit 4: Spirit of Individualism (Romanticism, Transcendentalism and the Gothic)
Trimester #1

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
<p>1. What are the literary traits of Romanticism?</p> <p>2. Why is the freedom to be an individual important to American literature?</p> <p>3. What are the similarities and differences of the romantics, dark romantics and transcendentalists?</p> <p>4. How are American hopes, fears, and anxieties explored by writers in the gothic mode?</p>	<p>1. Self-reliant individuals make better societies.</p> <p>2. Solitude can lead to deeper reflection and self-knowledge.</p> <p>3. Following one's conscience may lead to social reforms.</p> <p>4. American hopes, fears, and anxieties are explored and critiqued by writers in the gothic mode.</p> <p><u>Key Terms, People & Vocabulary</u> individualism manifest destiny romanticism transcendentalism Gothic literature Washington Irving Herman Melville Nathaniel Hawthorne Edgar Allan Poe Ralph Waldo Emerson Henry David Thoreau Short story Plot Exposition Rising action Climax</p>	<p>Essential Skills (TLW...)</p> <p>1. Utilize key ideas and details when reading literature.</p> <p>2. Use the craft and structure of the text to understand the literature.</p> <p>3. Demonstrate an integration of knowledge and ideas to understand the literature.</p> <p>4. Write a variety of informative, explanatory, or augmentative text for different purposes.</p> <p>5. Demonstrate the production and distribution of writing.</p> <p>6. Write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p>7. Build comprehension through collaborative conversations.</p> <p>8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9. Use the knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Formative: Journal Topics Small group and whole class discussion Comprehension Questions Exit Tickets Summary/Reflection writing Self Scoring/Partner scoring with a rubric Inside Outside Circles One Sentence Summary 5-3-1</p> <p>Summative (teacher choice from the following): Thoreau Challenge and personal reflection Compare/contrast essay Unit test</p>	<p>Texts: Holt McDougal <i>Literature: American Literature</i> Lecture/PowerPoint Notes: American Romanticism American Transcendentalism Gothic Literature</p> <p>Minilessons/Writer's Workshop As needed based on students' writing</p> <p>Videos/Web Resources: YouTube- <i>Simpson's The Raven</i></p> <p>Poe short stories through video and recording.</p> <p>Literature/Articles/Documents: Selected Pieces from the following:</p> <p>Washington Irving <i>The Legend of Sleepy Hollow</i> <i>The Devil and Tom Walker</i> Edgar Allan Poe <i>The Raven</i> <i>Annabel Lee</i> <i>The Fall of the House of Usher</i> <i>The Masque of the Red Death</i> <i>The Black Cat</i> Nathaniel Hawthorne</p>

	Falling action Resolution Setting Characterization Point of view Theme Irony satire Symbolism Conflict Internal conflict External conflict allegory alliteration assonance consonance personification frame narrator	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.9 RL.11-12.10 W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.4	<i>The Minister's Black Veil</i> <i>Dr. Heidegger's Experiment</i> <i>The Scarlet Letter</i> Herman Melville From <i>Moby Dick</i> <i>Benito Cereno</i> Ralph Waldo Emerson From <i>Nature</i> From <i>Self-Reliance</i> Aphorisms <i>The American Scholar</i> Henry David Thoreau From <i>Walden</i> <i>Civil Disobedience</i>
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CCSS: Trimester 1; Unit 4

Reading Literature

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meanings and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.

Writing

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English 11B (American Literature)- Mrs. Welden
Unit 5: American Poetry
Trimester #2

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
<p>1. What are poetic devices? How are poetic devices used to engage readers?</p> <p>2. Who were some of the prominent figures in multiple poetry movements and how did they influence the creative flow and process of writing poetry?</p> <p>3. How can one utilize life experiences as a foundation for creative and expressive thinking?</p>	<p>1. Poets draw from their own lives and observations for material for their poems.</p> <p>2. Poets use particular poetic styles, devices and forms to achieve particular effects and to help convey the meaning of a poem.</p> <p>3. How did Emily Dickinson and Walt Whitman transform American poetry?</p> <p><u>Key Terms, People & Vocabulary</u> Henry Longfellow Emily Dickinson Walt Whitman Forms (Open, Closed, Blank Verse, Couplet, Quatrain, Free Verse, Fixed, Ballad, Concrete, Haiku, Limerick, Lyric, Ode, Sestina, Sonnet) Imagery Tone Mood Alliteration Assonance Consonance Cacophony Euphony Onomatopoeia</p>	<p>Essential Skills (TLW...)</p> <p>1. Utilize key ideas and details when reading literature.</p> <p>2. Use the craft and structure of the text to understand the literature.</p> <p>3. Demonstrate an integration of knowledge and ideas to understand the literature.</p> <p>4. Write a variety of informative, explanatory, or augmentative text for different purposes.</p> <p>5. Demonstrate the production and distribution of writing.</p> <p>6. Write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p>7. Build comprehension through collaborative conversations.</p> <p>8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9. Use the knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Formative: Journal Topics Small group and whole class discussion Comprehension Questions Exit Tickets 5-3-1 Inside-Outside Circles</p> <p>Summative: Poetry Analysis Song Analysis</p>	<p>Texts: Holt McDougal <i>Literature: American Literature</i> <i>An Introduction to American Poetry</i></p> <p>Lecture/PowerPoint Notes: Henry Longfellow Emily Dickinson Walt Whitman</p> <p>Minilessons/Writer's Workshop Poetry Terms Poetry Analysis Songs</p> <p>Videos/Web Resources: Poet Research</p> <p>Literature/Articles/Documents: Selected Poems from the following: Henry Longfellow Emily Dickinson Walt Whitman</p>

	Repetition Rhyme Rhythm Meter Allusion Analogy Apostrophe Connotation Denotation Euphemism Hyperbole Irony Metaphor Oxymoron Paradox Personification Point of view Pun Simile Symbol Line Verse Stanza Rhetorical Question Rhyme Scheme Enjambment	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.9 RL.11-12.10 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.4		
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CCSS: Trimester 2; Unit 5

Reading Literature

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meanings and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.

Writing

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English 11B (American Literature)- Mrs. Welden
Unit 6: Realism
Trimester #2

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
<p>1. How is Realism an outgrowth from the Civil War?</p> <p>2. How does Realism differ from Romanticism?</p> <p>3. Why was regional literature important to people during this time?</p> <p>4. How do writers utilize literary devices to convey the region they are describing?</p>	<p>1. American literature explores the conflicts that shape our nation.</p> <p>2. Writers' choices of words reflect their various social, regional, and cultural groups.</p> <p>3. Literature reflects the human experience and man's quest to understand his personal identity.</p> <p><u>Key Terms, People & Vocabulary</u> Realism Regionalism Naturalism Situational Irony Dramatic Irony Colloquial language/dialect Purpose Conflict Motifs Point of view Tone Disillusionment</p>	<p>Essential Skills (TLW...)</p> <p>1. Utilize key ideas and details when reading informational text and literature.</p> <p>2. Use the craft and structure of the text to understand the informational text and literature.</p> <p>3. Demonstrate an integration of knowledge and ideas to understand the informational text and literature.</p> <p>4. Write a variety of narrative, informative, explanatory, or augmentative text for different purposes.</p> <p>5. Demonstrate the production and distribution of writing.</p> <p>6. Write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p>7. Build comprehension through collaborative conversations.</p> <p>8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9. Use the knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Formative: Journal Topics Small group and whole class discussion Comprehension Questions Exit Tickets 5-3-1 Inside-Outside Circles Chapter summaries Character Maps Character Analysis Summary/Reflection writing Self Scoring/Partner scoring with a rubric</p> <p>Summative: two of the following: Advice to Youth Socratic Seminar Literary Analysis Unit Test</p>	<p>Texts: Holt McDougal <i>Literature: American Literature The Adventures of Huckleberry Finn</i> by Mark Twain</p> <p>Lecture/PowerPoint Notes: Realism American Realism</p> <p>Minilessons/Writer's Workshop Character Mapping Character Analysis Review of Blended Quotes</p> <p>Videos/Web Resources: <i>The Adventures of Huckleberry Finn</i></p> <p>Literature/Articles/Documents: <i>Advice to Youth</i> by Mark Twain <i>Ain't I a Woman?</i> by Truth <i>Gettysburg Address</i> by Lincoln Spirituals: <i>Go Down, Moses</i> <i>Follow the Drinking Gourd</i>, <i>Swing Low, Sweet Chariot</i> Selected Pieces from the following: <i>Desiree's Baby</i> or <i>A Pair of Silk Stockings</i> by Kate Chopin</p>

		RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.8 RI.11-12.9 RI.11-12.10 RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4		<i>How it Feels to Be Colored Me</i> by Hurston <i>An Occurrence at Owl Creek Bridge</i> by Ambrose Pierce
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CCSS: Trimester 2; Unit 6

Informational Reading

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently.

Reading Literature

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meanings and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.

Writing

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English 11B (American Literature)- Mrs. Welden
Unit 7: Modernism
Trimester #2

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
<p>1. How free is the individual?</p> <p>2. Has does the American dream change during Modernism?</p> <p>4. In the horror of modern warfare, is heroism possible?</p> <p>5. In what ways does modernism challenge tradition?</p>	<p>1. Modernism marked a change in American society from rural to urban.</p> <p>2. The modernist approach and perspective challenges previously established traditions.</p> <p>3. The rejection of the “ideal hero” who is infallible in favor of a hero who is flawed and disillusioned, but shows “grace under pressure.” (The Anti-Hero) is a key element in Modern literature.</p> <p><u>Key Terms, People & Vocabulary</u> Modernism Disillusionment Dystopia Iceberg Technique Symbolism Allusion Internal Conflict Foreshadowing Inference Defense mechanisms Harlem Renaissance Jazz Age</p>	<p>Essential Skills (TLW...)</p> <p>1. Utilize key ideas and details when reading literature.</p> <p>2. Use the craft and structure of the text to understand the literature.</p> <p>3. Demonstrate an integration of knowledge and ideas to understand the literature.</p> <p>4. Write a variety of informative, explanatory, or augmentative text for different purposes.</p> <p>5. Demonstrate the production and distribution of writing.</p> <p>6. Write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p>7. Build comprehension through collaborative conversations.</p> <p>8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9. Use the knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RL.11-12.1 RL.11-12.2</p>	<p>Formative: Journal Topics Small group and whole class discussion Comprehension Questions Exit Tickets 5-3-1 Inside-Outside Circles Chapter summaries Character Maps Character Analysis Summary/Reflection writing Self Scoring/Partner scoring with a rubric</p> <p>Summative: two of the following: Literary Analysis Poetry Analysis Unit Test</p>	<p>Texts: Holt McDougal <i>Literature: American Literature</i></p> <p><i>Old Man and the Sea</i> by Hemingway</p> <p><i>Of Mice and Men</i> by Steinbeck</p> <p>Lecture/PowerPoint Notes: Modernism Harlem Renaissance Robert Frost Of Mice and Men</p> <p>Minilessons/Writer’s Workshop As needed based on students’ writing</p> <p>Videos/Web Resources: <i>Of Mice and Men</i> Biography of Hemingway</p> <p>Literature/Articles/Documents: Selected poems by Robert Frost Selected poems by various Harlem Renaissance authors <i>Hills Like White Elephants</i> by Ernest Hemingway</p> <p>One of the following:</p>

	New Negro Movement Roaring 20s WWI and WWII Great Depression the Dust Bowl Migrant Workers Ernest Hemingway John Steinbeck William Faulkner T.S. Eliot Robert Frost Langston Hughes	RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4		<i>A Rose for Emily</i> by William Faulkner <i>The Life You Save May be Your Own</i> by Flannery O'Connor
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CCSS: Trimester 2; Unit 7

Reading Literature

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meanings and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.

Writing

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

English 11B (American Literature)- Mrs. Welden
Unit 8: Post-Modernism
Trimester #2

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
<p>1. Why are Postmodernist writers drawn to writing about war?</p> <p>2. In what ways does post-modern American literature represent a fulfillment of America's promise of a culture that values ethnic diversity?</p> <p>3. How has the American hero and the American dream changed?</p> <p>4. How can literature be used to affect change?</p>	<p>1. Technological changes provide new subjects and new forms of literature.</p> <p>2. Artistic change is often caused by conflict.</p> <p>3. Literature can be used as a tool for positive change.</p> <p><u>Key Terms, People & Vocabulary</u></p> <p>Review of previous vocabulary terms</p> <p>Vocabulary based on <i>Fahrenheit 451</i></p>	<p>Essential Skills (TLW...)</p> <p>1. Utilize key ideas and details when reading literature.</p> <p>2. Use the craft and structure of the text to understand the literature.</p> <p>3. Demonstrate an integration of knowledge and ideas to understand the literature.</p> <p>4. Write a variety of informative, explanatory, or augmentative text for different purposes.</p> <p>5. Demonstrate the production and distribution of writing.</p> <p>6. Write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p>7. Build comprehension through collaborative conversations.</p> <p>8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9. Use the knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RL.11-12.1</p> <p>RL.11-12.2</p>	<p>Formative:</p> <p>Journal Topics</p> <p>Small group and whole class discussion</p> <p>Comprehension Questions</p> <p>Exit Tickets</p> <p>5-3-1</p> <p>Inside-Outside Circles</p> <p>Chapter summaries</p> <p>Character Maps</p> <p>Character Analysis</p> <p>Summary/Reflection writing</p> <p>Self Scoring/Partner scoring with a rubric</p> <p>Summative:</p> <p>Project/Presentation/Essay: Explain the 5 books would you save from destruction.</p> <p>one of the following:</p> <p>Literary Analysis</p> <p>Socratic Seminar</p> <p>Unit Test</p>	<p>Texts:</p> <p>Holt McDougal <i>Literature: American Literature</i></p> <p><i>Fahrenheit 451</i> by Ray Bradbury</p> <p>Lecture/PowerPoint Notes:</p> <p>Introduction to <i>Fahrenheit 451</i></p> <p>Minilessons/Writer's Workshop</p> <p>As needed based on students' writing</p> <p>Videos/Web Resources:</p> <p><i>Joy Luck Club</i></p> <p>Literature/Articles/Documents:</p> <p>Selected Poems by Maya Angelou</p> <p>One of the following:</p> <p><i>The Things They Carried</i> or <i>Speaking of Courage</i> by Tim O'Brien</p> <p><i>The Lottery</i> by Shirley Jackson</p> <p><i>Mother Tongue</i> by Amy Tan</p>

		RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.9 RL.11-12.10 W.11-12.1 W.11-12.2 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5		
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CCSS: Trimester 2; Unit 8

Reading Literature

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

RL.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meanings and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RI.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently.

Writing

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.

English 11A&B (American Literature)- Mrs. Welden
Unit 9: Language
Trimesters 1-2

Essential Questions	Enduring Understandings	CCSS	Assessments	Resources
<p>1. What language skills do I have already?</p> <p>2. How can I improve my language skills?</p> <p>3. How do people perceive me based on my language skills?</p>	<p>1. Written communication and proper grammar mechanics promote fluency of communication.</p> <p>2. An opinion is formed about me based on my communication and language skills.</p> <p><u>Key Terms, People & Vocabulary</u></p> <p>Agreement S-V agreement P-A agreement Fragment Run-on Verb tense Passive and active voice Clauses Independent Clause Dependent Clause Noun Clause Adverb Clause Phrases Prepositional phrase Infinitive phrase Gerund phrase Appositive Hyphen Dash</p>	<p>Essential Skills (TLW...)</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Use the knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5</p>	<p>Formative:</p> <p>Journal Topics Small group and whole class discussion Exit Tickets Quizzes Chapter summaries In class writings accompanying literature analysis Summary/Reflection writing</p> <p>Summative:</p> <p>Language will be assessed for each and every summative writing/speaking assignment based on the assignment's rubric</p>	<p>Texts:</p> <p>Holt McDougal <i>Literature: American Literature Language Handbook</i></p> <p>Lecture/PowerPoint Notes:</p> <p>Punctuation (Colon, Semicolon, Dash, Hyphen) Verbs Subject-verb agreement Pronoun-antecedent agreement Parallelism Sentence Structure Others as needed based on students' writing</p> <p>Minilessons/Writer's Workshop</p> <p>Punctuation (Colon, Semicolon, Dash, Hyphen) Verbs Subject-verb agreement Pronoun-antecedent agreement Parallelism Sentence Structure Others as needed based on students' writing</p> <p>Videos/Web Resources:</p> <p>Based on teacher preference</p> <p>Literature/Articles/Documents:</p> <p>Based on teacher preference</p>

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CCSS: Trimesters 1-2; Unit 9

Language

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4 Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.